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School Readiness UpDate

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School Readiness Evaluation

After nearly forty years of research on the effects of preschool, two overall findings appear clear. First, preschool programs can have a remarkable, long-lasting impact on the lives of children from low-income families. Second, these impacts are dependent on the quality of the preschool program. High quality preschool leads to high quality impacts and low quality programs are often associated with poor outcomes for children.

In a new study that looked at 123 School Readiness classrooms in south-central Connecticut, results included:

- Classrooms in programs accredited by the National Association for the Education of Young Children significantly outscored their non-accredited counterparts on virtually every measure of program quality. This classroom quality linked NAEYC accreditation across public, for-profit and non-profit agencies.
- The number of staff and the overall staff-child ratio related significantly to classroom quality. Classrooms with only one teacher in the room

provided less School Readiness activity than classrooms with three or more staff in the classroom.

"The School Readiness program is giving young children opportunities to excel in school. It has been shown to give young students pre-reading skills and social skills before they enter the school system – skills they can use immediately. Studies have documented the real progress children who participate in the program make and I am very pleased to have spearheaded this legislation and extension of the program in communities that need it. The School Readiness program rewards the hard work of the students, encourages their innate curiosity and leads them to a road of success. It also rewards the hard work of the teachers and administrators of the schools with tangible, verifiable results. It is an excellent program with an excellent track record."

*Senator Thomas P. Gaffey,
Co-Chair of the Education Committee*



Focus Groups on School Readiness

Four focus groups were held on 11/29/00 and 12/8/00 with one hundred twenty participants to ascertain the strengths and gaps in School Readiness policy. Participants spanned the state and represented parents, providers, health professionals, mayors, school superintendents, early childhood and education experts and business leaders testified on quality, growth, administration and service linkages. Findings are being reviewed by legislators to fine-tune the School Readiness legislation. Key points in the quality focus group include:

Skilled workers with education in early childhood are paramount to good child outcomes. Four thousand providers have been trained by Connecticut Charts-A-Course. This intensive growth has been laudatory. There are between 16,000 and 20,000 people employed in child care. Training programs could double in the next year to accommodate new and continuing teachers. Salary increases should be linked to professional development.

Adult constancy for children is paramount for children to feel safe and at ease in their learning. When adults change routinely, the psychological need for familiar and caring adults in a child's environment is punctured. There is a growing shortage and high turnover of early care workers as the economy leads providers to seek jobs with higher compensation. Incentives to stay in the field are paramount. These might include health care and other benefits, improved wages and career development opportunities that broaden from entry level credentialing to a baccalaureate.

Quality Enhancement Dollars – School Readiness sites have utilized the quality dollars for health, emergent literacy, safety, parent engagement, coordination with community programs and teacher training. As legislatively intended, communities assess what enhances the quality of programs locally. The quality enhancement grants are pivotal to excellent classrooms for children. They should drive School Readiness growth and be expanded from five percent of the allocation to ten percent to maximize good learning environments. Severe need schools would also benefit from having access to quality enhancement dollars.

School Readiness UpDate

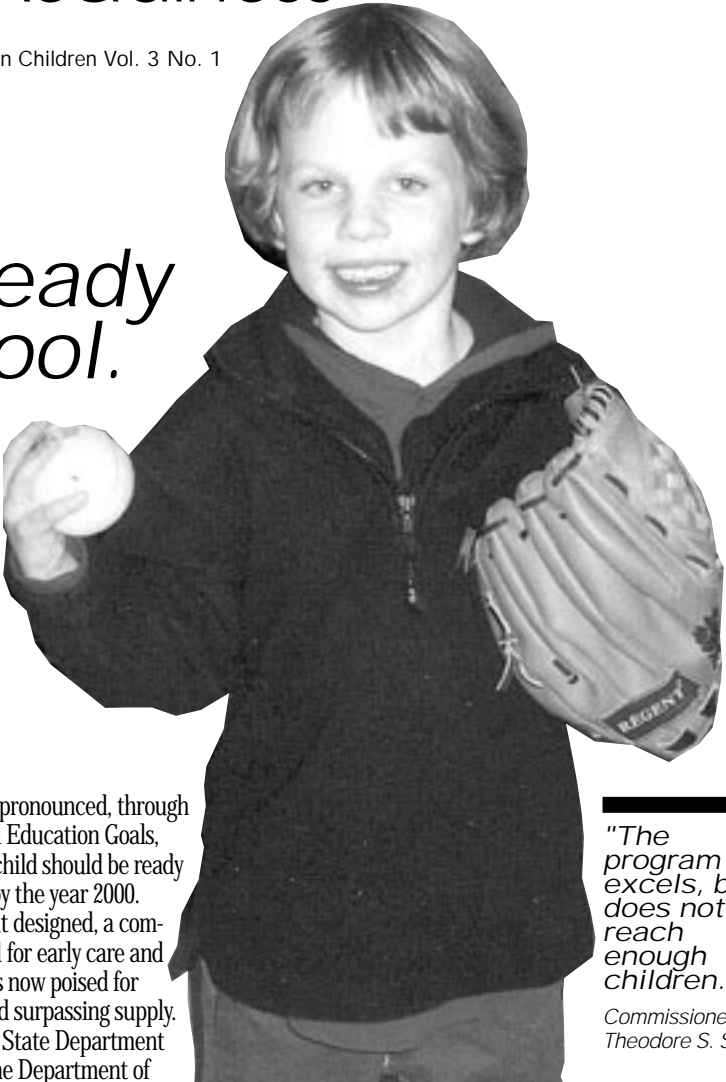
The Connecticut Commission on Children Vol. 3 No. 1
February 2001

Every Child Ready for School. Have We Met the National Education Goals?

The country pronounced, through its National Education Goals, that every child should be ready for school by the year 2000. Connecticut designed, a comprehensive national model for early care and education. The initiative is now poised for growth with family demand surpassing supply. The Commissioners of the State Department of Education (SDE) and the Department of Social Services (DSS) find extensive gains in this preschool strategy and report on the remaining school readiness system.

Fulfilling Connecticut's School Readiness Goals

Connecticut's School Readiness expands and enhances access to quality preschool for Connecticut's young children to ensure their readiness for school. It enabled the expansion of programs in 36 qualifying school districts for a high quality preschool and child care experience for 3- and 4-year-olds. Since the inception of this initiative in 1997, preschool and child care programs have been offered to 6,500 more children who previously did not have access to early learning opportunities.



"The program excels, but does not reach enough children."

*Commissioner
Theodore S. Sergi*



Yet, 15,000 more openings need to be offered to address the preschool gap in the priority, transitional and severe need school districts alone.

Accomplishments Are Considerable

A partnership between the DSS and the SDE has been successful. Over the past three years considerable accomplishments have occurred.

Quality Accreditation

Of the 246 participating School Readiness sites, 139 met the quality accreditation and/or the approval standards outlined in the School Readiness legislation.

- 91 are accredited by the National Association for the Education of Young Children (NAEYC); 40 met Head Start approval; and 8 are accredited by the New England Association of Schools and Colleges (NEASC)
- 107 others are working toward accreditation.

Benchmarks

- The State Board of Education adopted *The Connecticut Framework Preschool Curriculum Goals and Benchmark*, which presents appropriate curricular goals, content standards, and accomplishments that children should be able to demonstrate by the time they enter kindergarten for school readiness.

Training and Career Development

- The innovative Connecticut Charts-A-Course has become a national model for other states. Charts-A-Course, the career development system for early childhood caregivers has trained 3,346 persons. Forty-five percent are center-based providers.
- Scholarships are available for college courses at the undergraduate and graduate levels through the community colleges and the state college and university systems.

Coaching

- A quality enhancement grant program is available to each priority school district community to improve the quality and comprehensiveness of existing full-day early

(Continued on page 2)



(Continued from page 1)

care and education programs. Many communities used these funds to mentor and coach program providers regarding quality practices for children and families, and for training and staff development programs.

Evaluation

- An evaluation system includes self-evaluation to review quality indicators including health, nutrition, family literacy, parent education and training, professional development, transition to kindergarten and inclusion of children with disabilities, as well as parent satisfaction, accreditation and continuous quality improvement.
- A performance assessment system is planned for Spring 2001 to assess individual child outcomes.
- A longitudinal evaluation is ongoing in five School Readiness communities to measure the effectiveness in delivering School Readiness objectives as well as to assess children's performance on the CMT at grade 4.
- An evaluation was performed by Yale University of the School Readiness classrooms in New Haven, Meriden, Middletown and Waterbury.

Growth Capacity/Funding

- New preschool spaces were developed for 2,263 by the end of FY 1998.
- Capacity rose 187 percent to nearly 6,500 spaces in FY 2000.
- Funding rose from \$21,300,723 in 1997-98, to \$39,012,000 in 1999-2000.

Facilities

- The Connecticut Health and Education Facilities Authority (CHEFA) enabled 17 municipalities invest in new building, renovation and expansion projects. The Child Care Facilities Loan Fund issued \$37,750,000 in bonds to support 2,973 spaces, of which 1,280 were new.

Collaboration

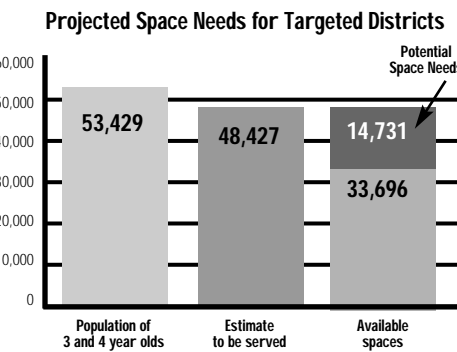
- School Readiness Councils, convened by each municipality's Chief Elected Official and School Superintendent, were established in each community. The councils developed local system plans for participation in the program, identified children in need and facilitated the delivery of services.
- Some municipalities also used local resources to support the state's contribution to create coordinated services and an enhanced system.

The School Readiness Gap

The SDE, in collaboration with DSS, looked at:

1. The number of 3- and 4-year-old children who have not participated in the School Readiness initiative and whose parents would likely enroll if a program became available;
2. The operating and capital needs; and
3. A three-year plan to address the gap in the number of available spaces and the demand for such spaces.

The Department estimates the need for 15,000 more preschool spaces for children to address the school readiness gap in just the priority, transitional and severe need school districts alone.



This graph reveals the gap in the number of available spaces and the demand for such spaces for all districts targeted for the study. The first bar presents the total population of 3- and 4-year-olds while the second bar presents the estimate of children to be served representing 90 percent of the population. The third bar shows the available spaces and the estimate to be served revealing a gap of 14,731 spaces.

The Departments Recommend A Growth Plan

The *School Readiness Report: Operating and Capital Needs Assessment*, the report for the legislature on School Readiness growth reveals three major challenges that must be met in the next three years to ensure that every 3- and 4-year-old child in priority, transitional and severe need school districts have access to high quality preschool programs. These challenges include:

- Promoting a facility development program that creates approximately 15,000 additional licensed or approved preschool spaces;
- Procuring funding to develop and sustain 15,000 preschool spaces by fiscal year 2004; and
- Developing an appropriately credentialed early care and education workforce.

Recommendations include:

1. Increase the State's annual debt service appropriation in each of the next three years by \$966,000 for a total increase of \$2,898,000. When combined with a private investment over three

years of \$8,446,000, this will fund approximately \$46,923,835 in construction costs. This construction funding will build approximately 364,485 total square feet in new child care space and, most importantly, provide much needed services to 3- and 4-year-olds, by creating 4,375 additional preschool spaces in approximately 243 new classrooms.

2. Increase the bonus to priority, transitional and severe need school districts from five percent to ten percent for construction of new preschool facilities.

3. To meet the total unmet need in priority, transitional and severe need school districts beyond 2004, and by 2010, the amount of \$12,000,000 would need to be invested annually to create and support 11,600 new spaces.

Year	Number of Slots	Cost
2002	714	\$5,148,000
2003	1000	\$7,210,000
2004	1661	\$11,975,810

4. State sponsored technical assistance to municipalities is needed to help local policy makers and planners better utilize the resources of the state, federal and local governments to meet local child care and education facility needs.

5. Encourage and support a budget option offered by the Connecticut State Department of Higher Education to develop and maintain an early childhood education career development system inclusive of Connecticut Charts-A-Course that increases credentialing and certification from entry-level through the baccalaureate level.

6. Two hundred Sixty-four million dollars will be required to support the annual operating and capital costs of a system that supports approximately 21,500 3- and 4-year-old children.

Data from: *A School Readiness Report: Operating and Capital Needs Assessment*

Developed by the SDE in collaboration with the DSS.



Estimate of Potential Space Needs

PRIORITY SCHOOL DISTRICTS				
	3 & 4 year olds (1999-2000) Population	Estimate of Children to be Served (90% of Population)	Available Spaces	Estimated Needs
Bloomfield	437	393	488	No Apparent Need
Bridgeport	4,157	3,741	2,653	1,088
Bristol	1,499	1,349	745	604
Danbury	1,853	1,668	1,184	484
East Hartford	1,230	1,107	740	367
Hartford	4,032	3,629	2,869	760
Meriden	1,592	1,433	864	569
Middletown	1,021	919	791	128
New Britain	1,798	1,618	850	768
New Haven	3,355	3,020	2,317	702
New London	748	673	545	128
Norwalk	2,263	2,037	1,643	394
Stamford	3,205	2,885	2,074	811
Waterbury	3,141	2,827	1,777	1,050
West Haven	1,236	1,112	441	671
Windham	571	514	314	200
Subtotal:	32,138	28,925	20,295	8,724

TRANSITIONAL SCHOOL DISTRICTS				
Ansonia	469	422	353	69
Derby	327	294	78	216
Groton	1,227	1,104	635	469
Hamden	1,105	994	867	127
Killingly	510	459	209	250
Manchester	1,289	1,160	749	411
Norwich	979	881	722	159
Putnam	211	190	18	172
Stratford	1,131	1,018	525	493
West Hartford	1,488	1,339	1,013	326
Subtotal:	8,736	7,862	5,169	2,693

SEVERE NEED SCHOOL DISTRICTS				
Ansonia	469	422	353	69
Branford	701	631	458	173
Brooklyn	132	119	180	No Apparent Need
East Haven	685	616	107	509
Enfield	1,079	971	828	143
Greenwich	1,916	1,724	1,528	196
Griswold	229	206	146	60
Mansfield	213	192	314	No Apparent Need
Milford	1,212	1,091	737	354
Naugatuck	845	760	226	534
Plainfield	418	376	214	162
Plymouth	298	268	166	102
Shelton	910	819	449	370
Southington	884	796	606	190
Stafford	312	281	201	80
Stonington	390	351	290	61
Torrington	762	686	487	199
Vernon	641	577	433	144
Winchester	251	226	189	37
Windsor	677	609	673	No Apparent Need
Subtotal:	12,555	11,299	8,232	3,314
TOTAL	53,429	48,086	33,696	14,731

1 Source: Connecticut State Department of Education "Estimated Number of 3- and 4-year-olds in Priority Schools".

School Readiness Legislation Amended to Enhance Quality

By Representative Cameron C. Staples, Co-Chair Education Committee

As Co-Chairman of the Education Committee, I am proud to report that we amended the School Readiness legislation P.A. 00-187 this past year to enhance quality and to strategically plan for expanded capacity. We continue to work toward the goal of quality universal preschool access for all children and will support the Commission's recommendations for preschool growth this legislative session. To date, quality and growth provisions have been:



Quality Enhancement - Training

The training of child care professionals is critical to providing a quality program. The State has now set an agenda to achieve this goal. By July 1, 2003, at least one staff member in each School Readiness classroom will have a credential issued by an organization approved by the Commissioner of Education and have nine college credits or an associate's or bachelor's degree in early childhood education or child development. School Readiness Quality Enhancements Grants can be used to train child care directors and administrators and to help the remaining five School Readiness Councils establish a single-point-of-entry system.

Growth - Expand To Transitional Districts

A new goal has been established to provide ten transitional school districts with grants to enable eligible children to attend School Readiness programs. The size of these new grants will be determined by the needs assessments for these ten cities and by the amount appropriated this session to implement this expansion. The Commissioner of Education was also authorized to provide grants larger than \$100,000 to districts with more than one severe needs school.

The ten transitional districts are Ansonia, Derby, Groton, Hamden, Killingly, Manchester, Norwich, Putnam, Stratford and West Hartford. (Bristol and Middletown are still considered priority school districts or they would be transitional districts.)

School Readiness Funding 2000-2001

School Readiness	FY 1997-98	FY1998-99	FY99-2000	FY2000-01
1. SDE Early Childhood Program (and DSS Early Care for years 97-99)	\$18,780,000	\$37,340,000	\$39,092,500*	**\$40,081,355
2. DSS funding for state funded child care centers	8,760,000	12,420,000	13,042,000	13,303,000
3. Supplemental Local Quality Enhancement Grants	2,000,000	2,000,000	2,000,000	1,930,000
4. CHEFA debt service	1,000,000	2,500,000	2,500,000	***2,500,000
5. Statewide Quality Initiatives	3,063,879 (Total for a-f)	3,071,795 (Total for a-f)	3,383,765 (Total for a-f)	3,899,994 (Total for a-f)
a. Regional Accreditation Project	(600,000)	(600,000)	(715,000)	(715,000)
b. Charts-A-Course Provider Education	(263,879)	(271,795)	(871,795)	(871,795)
c. Training Academy	-----	-----	(785,000)	(960,000)
d. Provider Training	+	+	+	+
e. Provider Criminal Background Checks	+	+	+	+
f. Longitudinal Program Evaluation	+	+	+	+
TOTAL FUNDS APPROPRIATED	\$30,581,079	\$54,853,322	\$57,116,623	\$58,835,158

*Includes funding for 16 cities and 25 towns with Severe Needs Schools. This includes two new priority school districts West Haven and Bloomfield and the continuation of funding for Bristol and Middletown. ** Subject to possible reduction by SDE *** Up to an additional \$1 million may be available + Included in Statewide Quality Initiatives

Child Care Facilities Loan Fund Programs

Three new child care facilities are beginning construction utilizing Connecticut Health and Educational Facilities Authority (CHEFA) funds and technical assistance.

Manchester has broken ground on a new 6500 square foot facility that will consolidate two child care centers. The new facility will have 86 slots – ten more than the existing centers. The cost is \$1.4 million.

Southfield Children's Center, to be constructed in **Newington** will care for 60 children. This new facility will replace a center that was housed in the basement of a HUD housing facility and will provide an expanded capacity of 30 slots. The cost is \$1.1 million and will be 5,800 square feet. Plans include focusing on children with special needs.

The Children's Center of the **Greater Waterbury Health Center**, on the grounds of Waterbury Hospital will care for 130 children, with 55 new slots. Slots will be filled by children of hospital employees and by children living in the community surrounding the hospital. The cost is \$2.5 million for a 12,728 square foot facility.

The Tax-Exempt Loan Program for Children in Safe Learning Environments

The Legislature recently approved the transfer of up to \$1 million in additional annual debt service support for this loan program. The additional appropriation will allow CHEFA to issue approximately \$15 million in tax-exempt bonds to fund projects for the rehabilitation or the relocation of existing child care facilities. Support will be contingent upon the child care facilities receiving matching funding of not less than 15 percent of total costs for capital improvements. This is a public/private partnership with the William Caspar Graustein Memorial Fund and the LISC.

If you have questions about this program, call Cynthia D. Peoples, 860-520-4002, ext. 331 or e-mail her at cpeoples@chefa.com.

Guaranteed Loan Fund Program: a Partnership with Business

The Guaranteed Loan Fund Program is available to all child care providers –non-profit, for-profit centers and those who do not participate in School Readiness funded programs. This loan program is affordable. The annual interest rate subsidy has been increased to provide a subsidy of up to \$7.5 million. The additional subsidies will be reserved for infant and toddler slots.

CHEFA will subsidize up to 3 percent of the interest rate and guarantee up to 50 percent for all loans to borrowers who qualify under this program. Loans are generally from \$25,000 to \$1,000,000. Larger loans can be granted with board approval. People's Bank is the lead lender of seven major banks and completes the loan underwriting and servicing in consultation with CHEFA and DSS.

There are currently 11 loans in process or applications pending submission for a total of \$4,963,000 in lending that will provide 640 child care slots, including 115 new slots. There are seven other loan applications in the pipeline whose projects are expected to cost \$763,000 and could provide 60 slots, including 30 new slots.

If you have questions about this program, call Walter Strole, Community Lending Dept., People's Bank, 203-338-4140, Walt.Strole@peoples.com.

Training Program Attracts 3,346 Participants

By Mary Hess

Connecticut's innovative Training Program in Child Development for child care providers, the Training Program, enrolled 1,060 participants in the past year, bringing the total number of participants to 3,346 since 1998. Approved by Connecticut Charts-A-Course, the program provided 93,826 participant hours of training at more than 40 locations across the state.

There are 390 providers who are eligible for Module IV, the last module before earning a CDA. All who have completed the first three modules are encouraged to continue to complete this fourth level. Classes are held in many locations in the state and scholarship assistance is available.

The program is a unique public/private partnership with funding from the DSS and the Children's Fund of Connecticut. It is a program of the Child Health and Development Institute of Connecticut administered by Wheeler Clinic.

If you are interested in participating in the training program, call 1-888-793-3500 or check the Commission on Children website. www.cga.state.ct.us/coc/.

Staff Education and Training have been demonstrated to be among the most critical elements in improving children's experience and development in child care.

Adams, G. & Poersch, N.O. Child Care Briefing Book, Children's Defense Fund, 1996

Accreditation Initiative: The Road to Quality

The National Association for the Education of Young Children (NAEYC) accreditation provides standards that define high quality in early education programs. The 1997 School Readiness legislation requires School Readiness Programs to obtain accreditation or compliance within three years, meeting standards set by the SDE for all School Readiness programs. Significant progress is underway.

	NAEYC Accredited School Readiness Sites	Total NAEYC Accredited Pr*tp6
1997-98	46	263
2000	60	325

		Programs in self-study
August 1997		263
May 2000		241

	School Readiness Sites waiting for validation	Total number of programs waiting for validation
2000	16	34

- Connecticut has the third highest percentage of accredited programs in the country and is one of the ten most active states in number of programs involved in the self-study process and those seeking validation visits.

For information about accreditation, call Deb Flis, 860-257-1104, Debflis@aol.com.

Parental Involvement

The school Readiness legislation requires parent involvement. Research shows that when parents are involved in children's learning, children show:

- Higher achievement in reading;
- Higher grades and test scores;
- Fewer placements in special education;
- Positive attitudes and behavior;
- Higher graduation rates; and
- Greater enrollment in post-secondary education.

For information on parent involvement, contact the COC, 860-240-0290, or see research on the COC website, www.cga.state.ct.us/coc, or download federal research through the National Child Care Information Center at <http://nccic.org/ccpartnerships>.

Health Consultants: An Essential Component of Quality Child Care

By Angela Crowley and Marijane Carey, Co-Consultants to Healthy Child Care Connecticut

For 30 years the Connecticut Department of Public Health has required weekly health consultant visits to centers and group homes that enroll children under three years of age and monthly visits to programs that include children between two and three years of age on a part day basis. A health consultant is a registered nurse, advanced practice registered nurse, physician or physician's assistant. Most Connecticut child care health consultants are nurses.

Health consultants:

- Ensure that children and staff have regular health care and up-to-date immunizations and screenings.
- Monitor the environment to reduce the incidence of infectious diseases and injuries, Provide health information and resources for staff and parents.
- Assist with the inclusion of children with chronic illnesses and special needs.

"Our weekly visits with our health consultant gives us the time to look at the growth, development and nutrition of the children."

Child Care Center Director

The federal Department of Health and Human Services (DHHS) Maternal Child Health Bureau supports Healthy Child Care Connecticut, which collaborates with state agencies, child care providers and health care providers in designing training, technical assistance and networking opportunities for child care health consultants.

For more information, contact Healthy Child Care Connecticut at 1 888 608-7830.



Federal Legislation Supports Health Consultants in Child Care Settings

The President signed into law sweeping new legislation sponsored by Senator Christopher Dodd to improve the health and safety of children in child care settings. The Children's Day Care Health and Safety Improvement Act, links health, safety and quality in early care and education programs.

"Care to Care," A Health Care Model

Care to Care, the health component of the Stamford School Readiness Council, offers medical services and health education to family, relative and informal day care providers throughout Stamford.

A nurse consultant and a health educator team provide outreach services to the day care providers and the children and parents served. Home visits help providers update health records. Children are screened for vision, hearing, dental and developmental concerns, with referrals to the appropriate

community services as needed. Monthly educational trainings on topics such as: medication administration, CPR, first aid, child abuse detection, nutrition, inclusion of children with special needs and child development. Those attending receive credits toward CDA credentials.

Nutrition

The Office of Child Nutrition at SDE received a federal grant for nutrition education. They will collaborate with SDE and DSS to provide technical assistance on nutrition for young children in School Readiness and

other child care programs throughout the state through workshops, dissemination of resources and materials and staff education.

Even Start and Family Resource Centers (FRC) provide family-centered education, including family literacy and parenting. In partnering with School Readiness programs, they offer additional learning opportunities for children and their families.

For information, contact Joyce M. Staples, 860-807-2057. *A Sampler of School Readiness/Head Start Collaborations*



A Sampler of School Readiness/Head Start Collaborations

By blending funding, School Readiness (SR) and Head Start (HS) programs gain strength and benefit from the best of both programs. Innovative collaborations can provide coordinated services for children and professional training and technical assistance to staff. These models of collaboration can lead to full day, year round care, offer health care access, increase involvement and overall shared resources. Initiatives include:

- Providing technical assistance integrating health and nutrition initiatives in SR and HS programs.
- Jointly chairing School Readiness Council by HS director and SR school representative.
- Cooperating by HS and SRC on local needs assessment.
- Housing Head Start, child care and School Readiness programs in the same facility.
- Sharing professional development opportunities between HS, SR and community providers.
- Blending of classrooms providing opportunities for children and families from broader socio-economic status to have greater contact.
- Providing School Readiness Funding for wrap around programs for Head Start programs and additional services for extended day. **Ninety-one percent of the extended day SR slots are used to support HS children.**

A list of School Readiness Council Chairs/Contacts is on the Commission on Children website. www.cga.state.ct.us/coc/. Back issues of the UPDATE newsletters are also on the Commission website.

Severe Needs Schools Contracted Slots, 2000-2001

Grantee	Full Day	Part Day	Total Slots
Ansonia	15		15
Brooklyn		35	35
Branford	15		15
Derby	16		16
East Haven	15		15
Enfield	15		15
Hamden	15		15
Killingly Region	48		48
Manchester	20		20
Mansfield	15	2	17
Milford	15		15
Naugatuck	15		15
Norwich/Groton	27		27
Plymouth	15		15
Stafford	12	20	32
Stonington	17	5	22
Stratford	15		15
Torrington/Winchester	24	6	30
Vernon	15		15
West Hartford	20		20
Windsor	15		15
Total	364	68	432

Quality Bonus: Pursuant to P.A. 00-187, DSS is now authorized to grant a quality bonus under the child care certificate program, if the parent places a child in a child care center whose director or administrator has taken an approved director and administrator course.

School Readiness and Quality Enhancement Funding for FY 2000-2001*

Towns	School Readiness	Quality Enhancement	Total
Bloomfield	\$319,865	\$16,980	\$336,845
Bridgeport	\$5,718,742	\$294,046	\$6,012,788
Bristol	\$1,034,453	\$54,560	\$1,089,013
Danbury	\$1,459,184	\$72,401	\$1,531,585
East Hartford	\$1,164,077	\$61,796	\$1,225,873
Hartford	\$6,348,698	\$327,351	\$6,676,049
Meriden	\$1,597,801	\$82,439	\$1,680,240
Middletown	\$1,043,165	\$55,378	\$1,098,543
New Britain	\$2,188,120	\$116,159	\$2,304,279
New Haven	\$4,692,479	\$236,769	\$4,929,248
New London	\$716,280	\$37,559	\$753,839
Norwalk	\$2,106,838	\$109,641	\$2,216,479
Stamford	\$2,683,636	\$142,464	\$2,826,100
Waterbury	\$4,197,268	\$220,052	\$4,417,320
West Haven	\$1,402,236	\$72,651	\$1,474,887
Windham	\$602,799	\$29,754	\$632,553
Total	\$37,275,641	\$1,930,000	\$39,205,641

* Subject to possible reduction

